

Kindergarten Teacher Report – 2009

District:			Student:		
School:			State ID:		District ID:
Grade:		Grade Level Cluster:	Birth Date:		

Report Purpose: This report can be used to monitor individual student progress in developing English language proficiency and to examine performance by language domains. Note that for each scale score there are two proficiency level interpretations for Kindergarten: (1) the **Accountability** proficiency level and (2) the **Instructional** proficiency level (preceded by the notation “K”). Refer to the 2009 ACCESS for ELLs® Interpretive Summary for more information on the meaning and use of these scores. You may also refer to the complete 2009 Interpretive Guide for Score Reports at www.wida.us for more detailed information.

Student’s level of English language proficiency by language domains for accountability purposes for program, district and state use

Accountability levels describe student performance across the entire *K-12 continuum*. They take into consideration that the student will be entering first grade, where the language demands, especially literacy, are higher than in kindergarten.

Language Domain	Scale Score (Possible 100 - 600)	Confidence Band See Interpretive Summary for definitions						Proficiency Level (Possible 1.0 - 6.0)
		100	200	300	400	500	600	
Listening								
Speaking								
Reading								
Writing								
Oral Language ^A								
Literacy ^B								
Comprehension ^C								
Overall Score ^D (Composite)								

Student’s level of English proficiency by language domains for instructional purposes for classroom use

Language Domain	Scale Score (Possible 100 - 600)	Interpretation of the English Language Proficiency Levels for Kindergarten Students	Proficiency Level (Possible K1.0 - K6.0)
Listening		The Instructional levels (right) describe a student’s proficiency relative to the PreK-K cluster of the WIDA Standards. The Instructional levels indicate how a student is doing <i>in Kindergarten</i> , where pre-literacy and early literacy skills are being developed by all students.	
Speaking			
Reading			
Writing			
Oral Language ^A			
Literacy ^B			
Comprehension ^C			
Overall Score ^D (Composite)			

A - Oral Language = 50% Listening + 50% Speaking

B - Literacy = 50% Reading + 50% Writing

NA - Not Attempted = Student Booklet is marked with a Non-Scoring Code of Absent, Invalidated, Refused or Special Education/504 Exemption

C - Comprehension = 70% Reading + 30% Listening

D - Overall Score = 35% Reading + 35% Writing + 15% Listening + 15% Speaking

Overall Scores are computed when all 4 domains have been completed